Research Article

Work Performance Of Private Higher Education Institution Lecturers In Indonesia: Perspective Analysis Of Individual Characteristics, Organizational Culture And Achievement Motivation

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ARTICLE INFO	ABSTRACT
	The work performance of lecturers at private higher education institutions in Indonesia is lagging compared to lecturers at state higher education institutions. Meanwhile, according to Minister of Education and Culture Regulation (Permendikbudristek) No. 53 of 2023, improving the quality of higher education cannot be separated from improving the quality of its main resources, namely lecturers, with the main tasks of Tri Dharma, namely, teaching, research and community service. This study examines the influence of individual characteristic factors and organizational culture on achievement motivation and work performance of lecturers at private higher education institutions in Indonesia. It is also achievement motivation as the mediator variable for the relationship between individual characteristics and organizational culture and work performance. A total of 100 questionnaires were distributed to research locations, and 99 were returned. All incoming data is filled in completely and can be processed using PLS Smart4 Structural Equation Modeling (SEM) statistics. The results of this study show that individual characteristics and organizational culture factors have a direct, positive, and significant effect on lecturers' achievement motivation. Individual characteristic factors and achievement motivation also have a direct positive and significant effect on lecturers' work performance, while organizational culture does not have a direct positive and significant effect on lecturers' work performance. However, achievement motivation is a partial mediator for the relationship between individual characteristics and the work performance of lecturers, while achievement motivation is a full mediator for the relationship between organizational culture and the work performance of lecturers at private higher education institutions in Indonesia. With this research, it can be understood why there is a lag in the achievements of lecturers at private higher education institutions compared to lecturers at state higher education institutions in Indonesia. It is hoped that this finding will contribute to government policy and academic literature. For further research, it can be developed into other factors that are quite dominant in influencing the work performance of lecturers at private higher education institutions in Indonesia.

Keywords: Lecturer work performance, individual character, organizational culture, motivation, and Structural equation modeling (SEM) PLS |

1. INTRODUCTION

In developed countries, the quality of private higher education institutions is as good as the quality of state higher education institutions, some are even very well known, such as the Massachusetts Institute of Technology (MIT) and Harvard University (HARVARD). Meanwhile, in developing countries such as

Indonesia, private higher education institutions are still lagging behind state higher education institutions, although there are one or two private higher education institutions that rank better than state higher education institutions.

In most developing countries, the main choice for outstanding candidates to continue their studies at a higher level is state universities, so private universities are second-class universities (Jatmiko, 2020). In line with this, in developing countries, the work performance of lecturers at private higher education institutions is somewhat lagging compared to state higher education institutions.

Higher education institutions in Indonesia, both public and private, are categorized as one of the national instruments for the maintenance and development of higher education as well as the preservation, guidance, and development of science, technology, and arts for the scientific community to improve the quality of life in society, nation and state (Permendikbud no. 53, 2023).

However, there are not much research has been carried out regarding the development of private higher education institutions in most developing countries such as Indonesia, including regarding the work performance of lecturers.

1.1 Research background

By UURI No. 12 of 2012 improving the quality of higher education cannot be separated from improving the quality of its main resources, namely lecturers, with the main tasks of Tri Dharma, namely, teaching, research, and community service. Istijanto, I. (2021) said that the quality of universities will be good if the lecturers are qualified. Whatever educational program is launched, it will end with unsatisfactory results, if it is not supported by qualified lecturers. Therefore, a good educational program requires lecturers who are also qualified. By having good and qualified lecturers, universities can implement good programs and curricula to guarantee the birth of graduates who excel and have special qualities (Permendikbud 53 of 2023).

In Table 1.1 below, the distribution of State and Private Higher Education Institutions Lecturers based on their Functional Positions is presented. This is of course related to the work performance of lecturers both in state higher education institutions and private higher education institutions. It can be seen that in private higher education institutions, the percentage of ranks is higher, and the number of people is smaller, namely Associate Professor (32%) and Professor (23%) compared to Associate Professor (68%) and Professor (77%) at State Higher Education Institution.

Table 1.1. Functional Positions for Lecturers in State and Private Higher Education Institution in 2020

No.	Functional Position	State Higher Education Institution Lecturer		Private Higher Education Institution Lecturer		Total
		Total	%	Total	%	Total
1	Professor	4,611	77	1,386	23	5,997
2	Associate Professor	18,795	68	8,905	32	27,700
3	Lector	26,191	43	34,991	57	61,182
4	Expert Assistant	16,241	23	54,699	77	70,940
5	Without Position	14,815	15	82,920	85	97,735
TOTAL		80,653	31	182,901	69	263,554

Source: Ministry of Education and Culture Higher Education Statistics 2020, processed

1.2 Research Issue

The main problems faced by lecturers at private higher education institutions which make them lag behind compared to the work performance of lecturers at state higher education institutions in Indonesia are:

1. Private higher education institutions often face limited financial resources compared to public higher education institutions. This can affect the ability to provide adequate facilities, conducting research, or providing support for lecturer development. Some private higher education institutions may be less competitive in attracting high-potential lecturers or providing incentives compared to those provided by state higher education institutions. Thus, it is believed that it will affect the work performance of lecturers.

2. State higher education institutions tend to have greater support for research, both in terms of funding and facilities. Lecturers at state higher education institutions also often receive incentives or better performance evaluations related to research and scientific publications. Meanwhile, at some private higher education institutions, greater focus may be placed on teaching activities rather than research. This is believed to influence lecturers' motivation to excel

3. Public higher education institutions generally have better reputation and higher prestige than many private higher education institutions. This reputation may influence public perception, and lecturers at public higher education institutions may be more recognized in the academic community. Faculty at public higher education institutions often have more access to academic networks and research collaborations, which can increase opportunities for joint projects, exchange of ideas, and joint publications. This will affect the individual characteristics of lecturers.

4. Some internal policies at private higher education institutions may not be as flexible or as good as policies at state higher education institutions, including in terms of promotions, performance appraisals and career development. This is expected to form specific organizational culture.

1.3 Research Objective
Specifically, the aim of this research is to study, to test and to analyze:
1. The relationship between the construct of individual characteristics and the work performance of lecturers at private higher education institutions in Indonesia.
2. The relationship between the construct of individual characteristics and the achievement motivation of lecturers at private higher education institutions in Indonesia
3. The relationship between the construct of organizational culture and the work performance of lecturers at private higher education institutions in Indonesia.
4. The relationship between the construct of organizational culture and the achievement motivation of lecturers at private higher education institutions in Indonesia.
5. The relationship between the construct of achievement motivation and the work performance of lecturers at private higher education institutions in Indonesia.
6. The construct of achievement motivation as moderator construct for the relationship between motivation and lecturer work performance.
7. The construct of achievement motivation as moderator construct of the relationship between organizational culture and lecturer work performance.

1.4 Research Importance
1. Helping to improve the work performance of private higher education institution lecturers, so that it can be the same as the work performance of state higher education institution lecturers in Indonesia.
2. And from the practical side, it is hoped that it can provide better understanding of the factors that build the work performance of lecturers at private higher education institutions in Indonesia.

2 LITERATURE REVIEW

2.1. Lecturer Work Performance
Performance is the result of the quality and quantity of work achieved by a person in carrying out tasks according to the responsibilities given (Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H., 2011). According to Hasibuan (2007), work performance is the work results achieved by employees in carrying out the tasks assigned to them based on skills, experience, and seriousness and punctuality.

2.2. Achievement motivation
Organizations need to provide opportunities to improve their employees' careers to avoid unhealthy conditions in the organization such as high turnover and low absenteeism rates. Employees need motivation in line with individual desires and organizational desires. Thus, individuals who have work performance plan will be more motivated at work to provide their best contribution. . (Pardee, R. L., 1990)

2.3. Individual Characteristics
Organizations are forum for individuals to achieve goals, both personal goals and organizational goals. Individuals have their own characteristics and organizations also have certain characteristics that adapt to each other. Background can create certain characteristics in each individual. Among the personality traits that are widely measured, Conscientiousness is the most important, measuring Conscientiousness in the industrial field can predict a person's work performance (Schmidt et.al., in Goldberg et al, 2005).

2.4. Organizational culture
Organizational culture is manifested in the beliefs and assumptions, values, attitudes and behavior of its members and is valuable source of company's competitive advantage (Frambach, J. M. et al, 2014). because it shapes organizational procedures, unites organizational capabilities into cohesive whole, provides solutions to problems faced by the organization, and thereby hinders and facilitates the achievement of organizational goals (Yilmaz, 2008). Organizational culture will gradually develop within an organization and will become a characteristic of that organization that is different from other organizations. The organizational culture that is formed will influence style, attitude, motivation which in turn will have an impact on work performance.

3 RESEARCH METHODOLOGY

3.1 The Theoretical Model of Research
In accordance with Equity Theory by J. Stacy Adams (1965), employees' perceptions of fairness in their treatment and rewards influence motivation and work performance. then lecturer work performance (PK) is the dependent variable, while individual characteristics (KI), organizational culture (BO), and achievement motivation (MB) are independent variables. Apart from that, achievement motivation (MB) is also a mediator

variable between individual characteristics (KI) and lecturer work performance (PK). and also the mediator variable between organizational culture (BO) and lecturer work performance (PK). Theoretically, the model is presented in Figure 1 below.
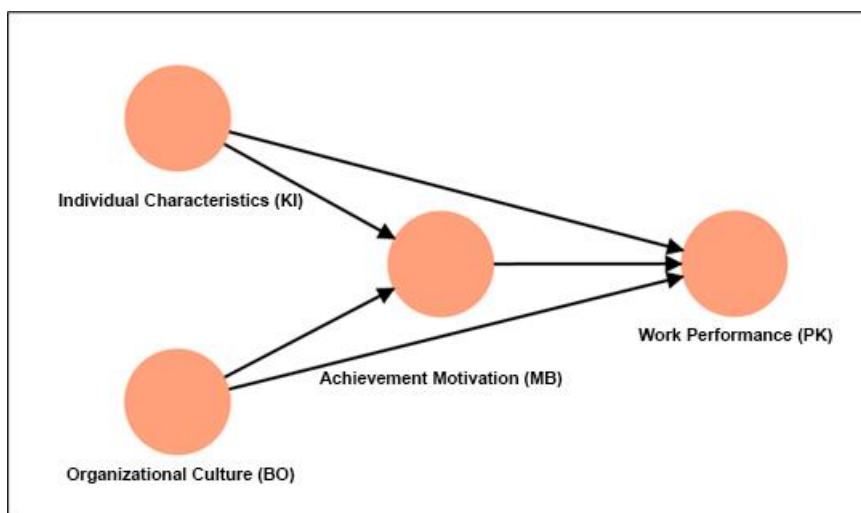

Figure 1: *The theoretical research model*

3.2   Research Hypothesis
Based on the theoretical model, main research hypotheses are proposed:
H1: Individual characteristics has positive and significant effect on work performance
H2: Individual characteristics has positive and significant effect on achievement motivation
H3: Organizational culture has positive and significant effect on work performance
H4: Organizational culture has positive and significant effect on achievement motivation
H5: Achievement motivation has positive and significant effect on work performance
H6: Achievement Motivation is mediator of the relationship between individual characteristics and lecturer work performance
H7: Achievement Motivation is mediator of the relationship between organizational culture and lecturer work performance

3.3   Sampling
According to Ghozali (2020), the recommended sample size for the PLS Smart SEM model is between 30 and 100, with up to five variables and each variable is explained by three or more indicators. Willy (2021) states that sample size of 100–200 is considered sufficient. Therefore, this research will use sample size of 100 respondents.
In this research, sampling from the population was carried out in two stages. The first stage, selecting provincial areas using the stratified random sampling method. Of the 33 provinces in Indonesia, 10 provinces were selected. The second stage, the selection of the sample size in each province was carried out using systematic random sample of 100 (Sekaran U, 2000).

3.4   Distribution of Questionnaire
One hundred (100) questionnaires were distributed to respondents, ninety-nine (99) questionnaires were returned, and all could be used for analysis.
Measurement of the dependent variable and independent variables uses the Likert scale; 1 = strongly disagree and 5 = strongly agree (Sugiono, 2013).

3.5   Data Processing
Data processing uses PLS Smart SEM (Structural Equation Model) statistical analysis, which consists of two stages, namely; Firstly, the measurement model test, and secondly the structural model test (Ghozali, 2021).

3.5.1 Measurement Model Test.
Table 3.1 below shows the summary of the criteria for determining the analysis stage of the study measurement model.

Table 3.1. Measurement Model Analysis Criteria

Details	Analysis	Acceptable level
Convergent Validity	Loading factor	Greater than 0.70.
	Average Variance Extracted (AVE)	Greater than 0.50.
Discriminant Validity	Fornell -Larcker	AVE root > Latent variable correlation
	HTMT	Smaller than 0.90
	Cross Loadings	Greater than 0.70 in one variable
Composite Reability	The true value of the reliability of a construct	Greater than 0.70.
Cronbach's Alpha	The lower limit of the reliability value of a construction	Greater than 0.70.

Source: Ghazali (2021)

Convergent validity is assessed based on the loading factor of the indicator that measures the variable. The results of the Outer loading values for all indicators are acceptable after removing indicators whose value is <0.70, namely KI8, PK1, PK2, and PK 9 as in the table below. Also in table 3.2 it can be seen the Construct Reability and Validity, namely; The Average Variance Extracted (AVE) value for all constructs is acceptable because it is > 0.50. Likewise, the Composite Reability value for all constructs is acceptable because it is > 0.70, and Cronbach's Alpha is also acceptable because it is > 0.70.

Table 3.2. Measurement Model Results

Variable	Measurement Items	Outer Loading	Cronbach's alpha	Composite reability	Average variance extracted (AVE)
Organizational Culture (BO)	BO3	0.807	0.890	0.915	0.641
	BO4	0.802			
	BO5	0.792			
	BO7	0.824			
	BO11	0.804			
	BO12	0.776			
Individual Characteristics (KI)	KI3	0.757	0.823	0.876	0.585
	KI5	0.749			
	KI7	0.772			
	KI10	0.776			
	KI11	0.768			
Achievement Motivation (MB)	MB3	0.702	0.860	0.895	0.589
	MB5	0.753			
	MB8	0.773			
	MB9	0.753			
	MB11	0.822			
	MB12	0.794			
Work Performance (PK)	PK8	0.750	0.826	0.884	0.657
	PK10	0.862			
	PK11	0.850			
	PK12	0.773			

Table 3.3 below shows the HTMT values also with acceptable status because all HTMT values are <0.90.

Tabel 3.3 Discriminant Validity – HTMT

	BO	KI	MB	PK
BO				
KI	0.485			
MB	0.582	0.699		
PK	0.376	0.597	0.695	

Furthermore, the Table 3.4 below shows Fornell Larcker's analysis also with acceptable status.

Tabel 3.4. Discriminant Validity - Fornell-larcker

	BO	KI	MB	PK
BO	0.801			
KI	0.434	0.765		
MB	0.481	0.593	0.767	
PK	0.333	0.508	0.613	0.810

Overall, it can be seen in the Table 3.5 Model Fit below that SRMR < 0.08 and NFI > 0.60, so the Measurement Model is acceptable for measurement and can be continued at the next stage, namely the Structural Model.

Table 3.5 *Model Fit*

	Saturated Model	Estimated Model
SRMR	0.087	0.087
NFI	0.675	0.675

3.5.2   Structural Model Test.
The second part of the PLS-SEM analysis is structural analysis or inner model (Imam Ghozali, 2021). The structural model evaluation was analyzed using the PLS-SEM algorithm and bootstrapping (Willy Abdillah, 2021). The results of the structural evaluation of the PLS SEM model are presented in the image below:
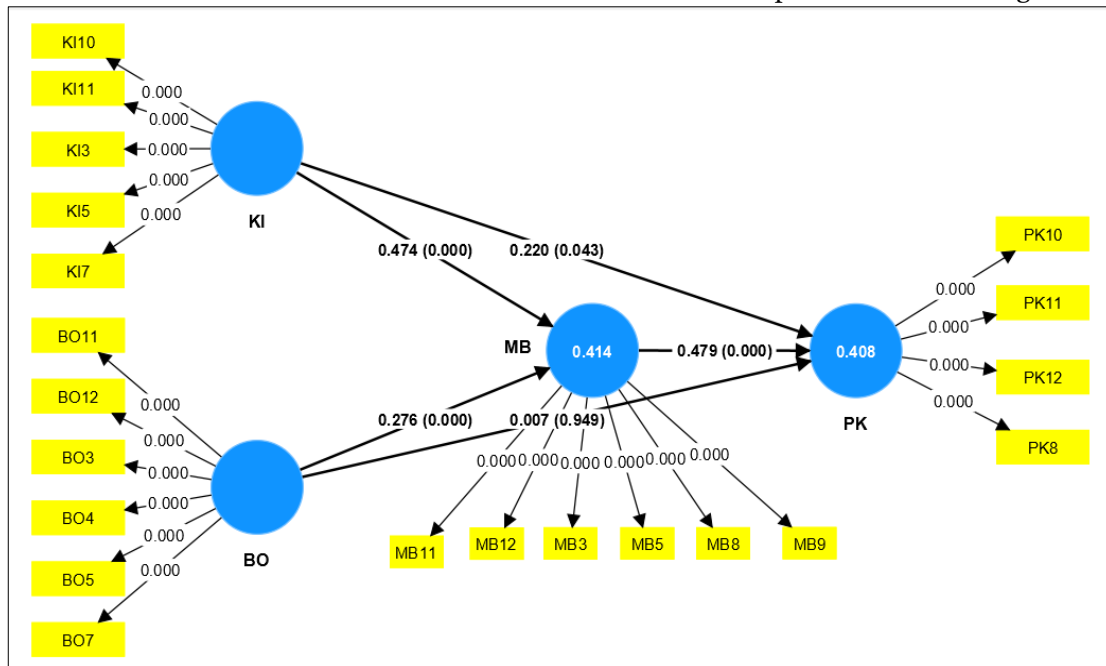

Figure 1. Structural Model

3.5.3   The Path Coefficient Testing
Direct relationship
In summary, the results of the direct relationship hypothesis testing that has been carried out include path coefficient analysis and analysis of the significance of the relationship between supporting factors of exogenous variables and endogenous variables. Table 3.6 below shows the bootstrap results for testing the hypothesis of unidirectional relationship and based on the research objectives

Table 3.6. Hypothesis testing results for direct relationships (Path Analysis)

H	Relationship	Beta	T Value	P Value	Decision
H1	BO -> MB	0.276	3.697	0.000	accepted
H2	BO -> PK	0.007	0.063	0,949	not accepted
H3	KI -> MB	0.474	5.076	0.000	accepted
H4	KI -> PK	0.220	2.029	0.043	accepted
H5	MB -> PK	0.479	4.471	0.000	accepted

Note: *p<0.05 (t > 1.96). BO= Organizational Culture, KI= Individual Characteristics, MB= Achievement Motivation and PK= Job Performance.

The results of statistical analysis for hypothesis testing results are explained as follows.
Hypothesis 1: The research results show that there is positive and significant influence between organizational culture on achievement motivation (p=0.000<0.05, β=0.276, t=3,697>1.96). Therefore, hypothesis 1 is accepted.
Hypothesis 2: The results of the research show that there is no influence between organizational culture and work performance (p=0.949<0.05, β=0.007, t=0.063>1.96). Therefore, hypothesis 2 is not accepted
Hypothesis 3: The research results show that there is positive and significant influence between individual characteristics on work performance (p=0.000<0.05, β=0.474, t=5.076>1.96). Therefore, hypothesis 3 is

accepted

Hypothesis 4: The research results show that there is positive and significant influence between individual characteristics on work performance (p=0.043<0.05, β=0.220, t=2.029>1.96). Therefore, hypothesis 4 is accepted

Hypothesis 5: The research results show that there is positive and significant influence between achievement motivation and work performance (p=0.000<0.05, β=0.479, t=4.471>1.96). Therefore, hypothesis 5 is accepted

Indirect relationship

Next, in the table below, to see whether achievement motivation is mediating variable for the relationship between individual character variables and organizational culture on lecturer work performance, using the Hair (2017) method, by looking at the Full Mediator or Partial Mediator.

Table 3.7. Hypothesis testing results for direct, indirect and total effect relationships (Path Analysis)

Relationship	Direct Effect	P value	Indirect Effect	P value	Total Effect	P value
H1. BO -> MB	0.276	0.000			0.276	0.000
H2. BO -> PK	0.007	0,949	0.132	0.005	0.139	0.216
H3. KI -> MB	0.474	0.000			0.474	0.000
H4. KI -> PK	0.220	0.043	0.227	0.001	0.447	0.000
H5. MB -> PK	0.479	0.000			0.479	0.000

Hypothesis 6: The test results show that there is positive and significant influence on the direct relationship between individual character variables on lecturer work performance. p value=0.000>0.05, t=4.319<1.96, β=0.447. Besides that, there is also positive and significant influence on the indirect relationship between individual characteristics and performance achievement through lecturers' achievement motivation. p value=0.001>0.05, t=3.215<1.96, β=0.227 Therefore, the achievement motivation variable is partial mediator variable in the relationship between individual characteristics and lecturer performance. Thus hypothesis 6 is accepted.

Hypothesis 7: The test results show that there is no positive and significant influence on the direct relationship between organizational culture variables on lecturer work performance. p value=0.216>0.05, t=1.238<1.96, β=0.139. Meanwhile, there is positive and significant influence on the indirect relationship between organizational culture and work performance through lecturers' achievement motivation. p value=0.005>0.05, t=2.089<1.96, β=0.132 Therefore, the achievement motivation variable is a full mediator variable between organizational culture and lecturer work performance. Thus hypothesis 7 is accepted

R Squares

Based on the results of the R Squares above, the endogenous latent variables of achievement motivation and lecturer work performance are 0.414 and 0.408 respectively. Therefore, according to Chin (1998) and Hair et al. (2014) the R Squares value is moderate to close to strong.

With the R Square value for Lecturer Work Performance of 0.414, this means that the percentage contribution of lecturer achievement motivation in building the lecturer work performance is 41% while the remaining 59% is due to other factors. For lecturer work performance with the R Square of 0.408, it means that the percentage contribution from Lecturer Performance Motivation and Work Performance in building Lecturer Career Development is 40% while the remaining 60% is due to other factors.

Table 3.8. R Squares value for each endogenous latent variable

	R-square	R-square adjusted
MB	0.414	0.401
PK	0.408	0.389

4. ANALYSIS AND DISCUSSION

To gain better understanding, the following will explain the direct and indirect influence of individual characteristic factors, organizational culture, achievement motivation on work performance.

4.1. The direct influence of organizational culture on achievement motivation

The results of the study show that organizational culture has positive and significant influence on the achievement motivation of lecturers at private higher education institutions in Indonesia. This is consistent with the results of the study by Tom Kiboro *et al* (2012) in the research on *The Case study in British American Tobacco in Nairobi Kenya*, and also the study by Fidelis O. Ogweno and Samuel N. Onyuma (2014) regarding *The Relationship between Organizational Culture and Employee Performance, a case study on*

Commercial Banks in Nigeria. Also a study of *The Effect of the Utilization of Information Technology and Organizational Culture on Employee Motivation and Performance. Study at the Bali Institute of Design and Business.* (Prasiani et al., 2021).

In this study, there are 6 indicators put forward by Robbins, (1996). all are valuable indicators for measuring organizational culture factors, and three of them have the greatest value, namely; higher education institutions are committed to creating friendly environment for all students (BO 3), higher education institutions are committed to providing valuable and satisfying experiences to students (BO 7), and higher education institutions maintain close relationships, especially with the community around campus (BO 11).

The results of this research may be acceptable, because experience shows that lecturers who are able to adapt and implement the organizational culture that has been formed on campus will create two things, namely: (1) it is easier to adapt to the environment which is the condition for getting opportunities to increase achievement motivation, and (2) it will be easier to be able to communicate effectively with stakeholders both orally and in writing. These two conditions are the main driving force in motivating lecturers to achieve even better.

In connection with the above and in accordance with research results, these things need to be considered to improve organizational culture factors. Currently it has begun to be implemented by all higher education institution lecturers with various community service activities, yet it still needs to be socialized.

4.2. The direct influence of individual characteristics on achievement motivation

The results of the research state that individual characteristics have positive and significant effect on lecturers' achievement motivation, meaning that the better, more positive and productive the lecturers' individual character will increase the lecturers' motivation to achieve, and vice versa. This is consistent with the results of the study by Anggarini et al., (2021) regarding the influence of individual characteristics and attendance incentives on motivation, job satisfaction and performance of IPB University educational staff.

In this research, it has been studied which indicator values contribute to individual characteristic factors. Tigelaar, et al., (2004) stated that there are 4 indicators to measure individual characteristic factors, namely; lecturers' ability to utilize digital technology to improve the teaching and learning process (KI 8), lecturers' commitment to continuous learning and professional development to follow the latest research and developments in their field, in the field and in teaching practice (KI 10), Lecturers must adhere to ethical and professional standards, such as academic integrity, respect for diversity, and confidentiality (KI 11). contribution to the academic community through leadership and service, such as being an administrator, helping students, and join professional organizations (KI 12).

Two of the individual characteristic indicators have high scores, so they need attention, namely; first, increasing the ability of lecturers to utilize digital technology in the teaching and learning process, and second, lecturers' commitment to continuous learning and professional development in tri dharma activities; teaching, research and community service.

Furthermore, it is necessary to evaluate individual character to obtain great benefits in increasing lecturer motivation to excel. The individual character evaluation system for lecturers must be carefully planned to explain the true purpose of the evaluation and avoid confusion among lecturers. (Singh & Kassa, 2016). With this, lecturers receive meaningful input for their achievement motivation for the future of lecturers and higher education institutions. to encourage individual character to be better for themselves, and indirectly improve higher education institution performance. Now it has begun to be applied to all higher education institution lecturers, better known as the BKD (Lecturer Workload) evaluation program, which was previously only applied to lecturers who received the Lecturer Certification Allowance.

4.3. The direct influence of organizational culture on work performance

From the study, it turns out that organizational culture does not have positive and significant influence on work performance. This is in line with research by Hia et al., (2021), namely *Analysis of The Impact of Leadership Style and Organizational Culture On Employee Performance Through Organizational Citizenship Behavior As An Intervening Variables Moderated Work Motivation In Griya Mahardika General Hospital Yogyakarta.* However, this is not in line with the results of the study on the *Analysis of Individual Characteristics and Infrastructure of Employee Performance through Job Satisfaction at Tax Management Agency and Regional Retribution (BP2RD) UPT Samsat Medan Utara.* (Tarigan et al., 2022).

Although from the results of the research analysis there is no influence of organizational culture on lecturers' work performance, however, organizational culture influences lecturers' work performance through achievement motivation. In this case, organizational culture is a variable that plays a role in the formation of achievement motivation as a full mediator variable with work performance.

4.4.   The direct influence of individual character on work performance

This study states that individual characteristics have positive and significant influence on achievement motivation. This is consistent with the results of the study by Chandra et al. (2021) entitled *Impact of Organizational Citizenship Behavior, Leadership, Individual Characteristics and Competence on Teacher Performance.* The results of this research mean that the better, more positive and productive the lecturer's individual character will improve the lecturer's work performance, and vice versa

In line with the research results in point 4.2, there are 4 indicators that are useful for measuring individual characteristic factors, two of which need attention, namely; increasing the ability of lecturers to utilize digital technology in the teaching and learning process, and lecturers' commitment to continuous learning and professional development in tri dharma activities; teaching, research and community service. In this regard, there needs to be an evaluation assessing the individual character of lecturers to encourage them to be better and improve the higher education institution performance. In fact, it has now begun to be applied to all university lecturers, better known as the BKD (Lecturer Workload) evaluation program, which was previously only applied to lecturers who received the Lecturer Certification Allowance.

4.5. The direct influence of achievement motivation on work performance

This research found that achievement motivation has direct and significant influence on lecturers' work performance. The research results from the work performance aspect are in line with the results of the following research; Research by Deden Andreas (2022), research by Nabawi, Zunaidah, and research by Zen (2018) shows that motivation also has significant positive effect on employee performance. Likewise, the research results of Iman Syatoto (2020) concluded that there is partial positive and significant influence between work discipline and motivation on employee performance.

In this research, it was also examined which indicator values contributed to the Lecturer Motivation Factor. Of the 6 indicators proposed by Herzberg (1998) as determining factor for whether performance motivation is good or bad, to provide value to lecturers' work performance so that they can excel. These indicators, namely; Salary, health benefits, retirement benefits, and other incentives (MB 3). Professional development opportunities can improve lecturers' knowledge, skills and performance (MB 5). Feedback and evaluation of lecturer performance (MB 8). Constructive feedback from students, colleagues and supervisors (MB 9). Leadership support and responsiveness to lecturer needs (MB 11). Supportive leadership (MB 12).

The two highest values for lecturer motivation that need special attention to improve lecturer work performance are. First, leadership that is able to support and create positive work environment, and second, leadership that responds to lecturers' needs to do their best. This exists outside the lecturer, but exists on campus, and has positive and significant influence on the work performance of lecturers at private higher education institutions in Indonesia.

4.6. The achievement motivation variable is mediator variable for the relationship between individual characteristics and lecturer performance. It turns out that the results of the study state that the achievement motivation factor is partial moderator factor for the relationship between individual characteristics and lecturer work performance. This is in line with research by Zulkarnain et al., (2020) regarding *The Effect of Individual and Organizational Characteristics on Work Motivation and Employee Performance. The Case of Regional Development Bank in South Sulawesi.*

4.7. The achievement motivation variable is a full mediator variable between organizational culture and lecturer performance. This is in line with Dewi & Sukarno's (2021) research on *Motivation as A Mediation of Relationship Between Organizational Culture and Work Environment, Impact on Employee Performance at Bank BJB Surabaya Branch Office.* This can be understood because organizational culture does not directly influence lecturers' work performance, but through achievement motivation. So motivation is a variable that plays a big role in lecturer work performance.

5. Study Implications

It is hoped that the results of this research will provide benefits and improvements in managing the development of lecturers' work performance in private higher education institutions and the academic field.

5.1 Practical implications for lecturer career development

a. The findings in this research can provide understanding of the important factors in achieving successful work performance for lecturers in higher education institution, especially in private higher education institutions in Indonesia.
b. Revealing the importance of organizational culture factors, individual character, and achievement motivation on the performance of Indonesian private higher education institution lecturers, to determine steps and attitudes in making decisions to improve the performance of lecturers in the future.

Some more specific improvements in increasing the work performance of lecturers at private higher education institutions in Indonesia, namely:

5.2. Performance Achievement (PK) Improvement

The research results show that work performance factors are directly influenced by the individual character and achievement motivation of lecturers. Achievement motivation is a central variable because it is not only a variable that directly influences work performance, it also acts as a mediator variable. For the relationship between individual character and work performance, achievement motivation is a partial mediator, while for the relationship between organizational culture and work performance, achievement motivation variable is a

full mediator.
The research results show that the work performance factor has main indicators that need to be considered for improvement, namely; play an active role in scientific meetings (PK 10) participate in workshops, conferences and seminars (PK 11) Comply with ethics and professional standards, such as academic integrity, respect for diversity and confidentiality (PK 12)
Approaches that can be taken to improve factors that directly and indirectly influence work performance as discussed above, namely;

a. Improvement of the work environment, providing compensation, giving awards to lecturers
b. Encourage the development of professional and scientific activities by lecturers
c. Make lecturer performance reports (BKD/Lecturer Workload) as feedback to lecturers to find out what improvements need to be made
d. Providing access to teaching facilities and providing leadership support for lecturer work performance
e. Increasing achievement motivation by encouraging lecturers to adapt more easily to the environment and become more proficient in communication skills
f. Increasing the ability of lecturers to utilize digital technology in the teaching and learning process.
g. Encourage the emergence of lecturers' commitment to continuous learning and professional development in tri dharma activities; teaching, research and community service
h. Leadership that is able to support and create positive work environment, as well as leadership that responds to lecturers' needs to do their best

5.4.   Academic Implications
In the academic field, this research can at least contribute to the factors that influence the career development of lecturers at private higher education institutions in Indonesia. This research is able to make contribution in the academic field, especially in terms of providing researchers with the opportunity to explore and deepen several aspects related to the career development of lecturers in private higher education institutions and also state higher education institutions in Indonesia.

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